



NQT INDUCTION
HANDBOOK

2019/2020

*Endeavour
Learning
Teaching
School
Alliance*

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Introduction

This booklet of information and guidance for schools has been provided to support newly qualified teachers (NQTs) in their first year in teaching.

This handbook takes into account the **Induction for Newly Qualified Teachers (England): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies** (last updated 01/04/18)

For those NQTs who are working on a full time basis during 2018/19, assessment forms must be submitted to the NQT Administrator at the email below by the following dates:

Report due dates

Autumn Term 2019: Friday 13th December

Spring Term 2020: Friday 27th March

Summer Term 2020: Friday 26th June

Contact details:

Ludi Jones
Director of Teaching School
Email: l.jones@endeavourlearning.org
Telephone: 01772 812644

NQT Administrator
Partnership Development Officer
Endeavour Learning Trust
Email: pdo@endeavourlearning.org
Telephone: 01772 812644

Jo Bacon – named person
Director of Standards
Email: j.bacon@tarletonacademy.org
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If you have any queries, please do not hesitate to contact us.

The purpose of NQT induction

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the Teachers' Standards. Your induction programme should enable you to build on and extend the knowledge and skills developed during initial teacher training and provide the foundation for continuing professional and career development. The programme should assist you to fully meet the Teachers' Standards by the end of the period and equip you with the tools to be an effective and successful teacher.

You should have a Career Entry and Development Profile (CEDP), this should be used to support your reflection, development and form part of a needs analysis. You should bring your CEDP to your first post, where you and your induction tutor can use it when planning your induction programme. The CEDP can be used beyond the induction period as well as during it.

Statutory Requirements for Induction

All teachers who have obtained Qualified Teacher Status (QTS) after 7 May 1999, by whatever the route, must complete an induction period if they are to work in maintained schools or in non-maintained special schools in England. The induction period is normally three school terms (or equivalent). In exceptional circumstances, and in recognition of previous teaching experience, the induction period may be reduced. This is at the discretion of the Appropriate Body. There is no set time limit for starting or completing an induction period.

There is no legal requirement to complete satisfactorily an induction period if an NQT intends to work solely in the independent sector including an Academy, a Free School, an independent nursery school or an FE institution.

Eligibility to start induction

The induction period can only start after the award of Qualified Teacher Status (QTS), which includes the successful completion of a course leading to QTS (and completion of the QTS Skills Tests). For all people commencing teacher training from September 2012, you are required to have completed the Skills Tests prior to commencing training. The National College for Teaching & Leadership (NCTL) issue a certificate to confirm QTS and schools should ask you for a copy of this certificate.

Please note – you have **one chance** to complete statutory induction. An NQT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction. While such an NQT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work.

The Induction Tutor

Your school should provide you with an induction tutor.

They will play a key role in providing assessment throughout your induction programme. The support and assessment functions may be split between two or more teachers where this suits the structures and systems of the school. In such circumstances, responsibilities should be clearly specified at the beginning of induction and arrangements should be put in place to ensure that monitoring and assessments are based on, and informed by, your teaching and professional development.

The induction tutor is likely to undertake most of the observations of the NQT's teaching. In Secondary Schools a Subject Mentor may also undertake some observations – it is good practice in this case for the Induction Tutor and Subject Mentor to conduct one joint observation as part of a standardisation process. Professional reviews of progress, based on discussions between you and your induction tutor, should take place at intervals throughout their induction support programme.

AN OVERVIEW OF THE INDUCTION PROCESS

Planning for the first few days of term

Do you have?	Completed
A full staff list, with responsibilities, including all support staff and their roles	
Procedure for Fire Drills/ lock down	
The school prospectus	
Curriculum policies and schemes of work	
Behaviour policy	
Teaching and Learning policy	
Safeguarding policy/information and identified school designated person	
Assessment/marking policies	
Yearly calendar of school events	
Any specific information about the pupils they will teach	
A school handbook if you have one (this may contain a lot of the information above).	
Information about the school day (registration, lunchtime, assemblies, breaks)	
IT access – your login for the network, management systems ie sims, school email address	
Any school policies about meeting/contacting parents	
Access to and use of telephone and other communication systems (including guidance on social networking)	
A list of first aiders	

Within four weeks of starting induction

The first few weeks of appointment should see the completion of these key tasks:

1. The school ensures that the Appropriate Body's NQT registration form is completed and that:
 - You have met your induction tutor and used the Career Entry and Development Profile (CEDP) as a starting point for planning your induction programme;
 - key dates are established for regular induction meetings and formal assessment meetings;
2. Within four weeks of starting, you should be observed teaching and given feedback on your performance.

Within each half term, you should be:

- observed by the Induction Tutor (or Subject Mentor/Headteacher in liaison with the Induction Tutor) ;
- given feedback on performance and the opportunity to discuss progress;
- given the opportunity to observe an experienced teacher.

Just before the end of each term:

- the 'formal assessment' meeting should take place;
- the appropriate assessment form should be completed;
- the form should be sent to Endeavour Learning TSA within 10 days of the meeting.

Just before the end of the induction period:

- the final assessment meeting takes place;
- the Headteacher makes the final recommendation on the success of your induction year;
- the final form is completed, signed by the Induction Tutor, the Headteacher and the NQT;
- the form is sent to Endeavour Learning TSA which decides whether the NQT has been successful;
- Endeavour Learning TSA writes to you shortly afterwards with the result;
- the National College of Teaching & Leadership (NCTL) sends a certificate of induction a few months later.

AN INDUCTION TIMETABLE CHECKLIST

Induction Period One

Within the first four weeks

Actions needed	Completed
A 'professional progress review' meeting where Career Entry and Development Profile (CEDP) and Transition Point Two materials are used to plan for the NQT's development	
NQT is observed teaching at least once	
Observation is discussed, a record kept and copied to the NQT	

Before end of first term

Actions needed	Completed
Second 'professional progress review' meeting	
NQT is observed teaching at least once more	
Observation is discussed, a record kept and copied to the NQT	
NQT is given opportunity to observe teaching of experienced colleague(s)	
The first 'formal assessment' meeting takes place (Head, NQT and Induction Tutor)	
Assessment form (end of first assessment period) completed, discussed with NQT and signed by him/her)	

Induction Period Two

Before end of first half term in second term/period

Actions needed	Completed
At least one 'professional progress review' meeting with Headteacher and/or induction tutor	
NQT is observed teaching at least once	
Observation is discussed, a record kept and copied to the NQT	
NQT is given opportunity to observe teaching of experienced colleague(s)	

Before end of second term/period

Actions needed	Completed
At least one 'professional progress review' meeting	
NQT is observed teaching at least once more	
Observation is discussed, a record kept and copied to the NQT	
NQT is given opportunity to observe teaching of experienced colleague(s)	
The second 'formal assessment' meeting takes place (Head, NQT and Induction Tutor)	
Assessment form (end of second assessment period) completed, discussed with NQT and signed by him/her)	
Form copied and sent to Endeavour Learning TSA within 10 working days	

Induction Period Three

Before end of first half term (third term/ period)

Actions needed	Completed
At least one 'professional progress review' meeting with Headteacher and/ or induction tutor	
NQT is observed teaching at least once	
Observation is discussed, a record kept and copied to the NQT	
NQT is given opportunity to observe teaching of experienced colleague(s)	

Before end of third term/period

Actions needed	Completed
At least one 'professional progress review' meeting	
NQT is observed teaching at least once more	
Observation is discussed, a record kept and copied to the NQT	
NQT is given opportunity to observe teaching of experienced colleague(s) in another school	
The final 'formal assessment' meeting takes place (Head, NQT and Induction Tutor)	
Induction Final Assessment form completed, discussed with NQT and signed by him/her)	
Form copied and sent to Endeavour Learning TSA within 10 working days	

ASSESSMENT OF PROGRESS

Assessment observations

How often should observations take place and what should be observed?

Your teaching should be observed during the first four weeks in post and thereafter at least once in any six to eight week period, for example, once each half term. Where an NQT works part-time, the interval between observations should be adjusted accordingly, but the first observation should take place in the first half term. Observations should focus on particular aspects of teaching which are agreed in advance between the NQT and the observer. The choice of focus for the observations should be informed by (i) the requirements for the satisfactory completion of induction and (ii) objectives for career development.

Who can undertake observations apart from the induction tutor?

The Induction Tutor is likely to undertake most of the observations of teaching. Other people from within or outside the school who hold QTS may also be involved in observations: for example teachers with particular specialisms or responsibilities. Such observations should be co-ordinated by the Induction Tutor and/or the Headteacher.

What should follow an observation?

You and the observer should have a follow up discussion to analyse lessons observed. Arrangements for follow up discussions to observations should be made in advance and a brief written record should be made on each occasion. This record should relate to the objectives for development and indicate where action should be taken. It should show any revisions of objectives.

Professional reviews of progress

How often should these take place?

Professional reviews of progress, at a discussion between the NQT and the Induction Tutor, should take place at intervals throughout the induction period. There should be at least one scheduled professional review meeting in any six to eight week period, for example, every half term. (Where an NQT works part-time, the intervals between professional review meetings should be adjusted accordingly, but the first meeting should take place in the first half term and after that there should be a meeting at least once a term).

What should these reviews involve?

These reviews should be informed by evidence of your work, for example, observation of teaching. Objectives should be reviewed and revised in relation to the Teacher's Standards and the NQT's needs and strengths. A written record should be kept of progress towards objectives and any new objectives set, as well as identification of the steps to be taken to support the NQT in meeting the objectives.

Formal assessment meetings

How often should these meetings take place and who is involved?

Three formal assessment meetings should take place in the total induction period between the NQT and either the Headteacher or the Induction Tutor acting on behalf of the Headteacher. For full-time NQTs in schools operating a standard three-term year, the assessment meetings should be held towards the end of each term. In schools with a different pattern of terms, the assessment meetings should be held at equivalent intervals (for NQTs working part-time and therefore undertaking a longer period of induction, the first and second formal assessment meetings should be distributed evenly and a review meeting should be held at least once each term).

What evidence should be used as the basis of evaluation in formal assessment meetings?

These meetings should be informed by written reports from at least two observations and two progress review meetings that have taken place during the assessment period. Judgements should be based on evidence that has been gathered systematically during the induction period and should relate directly to the Teachers' Standards. These can be found in Appendix 1.

You should be kept updated on how the Induction Tutor sees your progress – there should be no surprises! Induction Tutors must ensure that they tell you during the assessment meeting, the judgements to be recorded in the formal assessment sent to the Endeavour Learning TSA.

In addition to the reports and records mentioned above, further sources of evidence could include:

- formal and informal assessment records for pupils for whom the NQT has had particular responsibility, including test and/or examination results;
- information about liaison with others, such as colleagues and parents;
- lesson plans, records and evaluations;

- self-assessment and records of professional development.

This evidence should emerge from your everyday work as a teacher and from your support programme, rather than being compiled solely for assessment purposes: there is no requirement or expectation that you maintain a file of detailed evidence against each of the standards. However, the school and you may agree that you want to collect more evidence in areas where you are both concerned about progress, so that any additional support that may be needed can be better identified.

What if I leave before completing induction?

If you leave the school before completing the induction or before completing assessment one or two then the school must complete an interim assessment form before you leave so that the information can be used by a new school to help ensure the induction programme meets your needs. They are included in this booklet and the Induction Tutor will have received an email with all the relevant forms attached.

What happens when the Appropriate Body carries out a monitoring visit?

It is the intention that the Appropriate Body will undertake monitoring visits to check the quality of the induction process. This may include an observation of teaching, if the school has requested this or if there are concerns about the induction or your progress.

Induction visits usually take place in the spring or summer terms.

NQT visits are usually carried out by one of the advisers who are part of the Appropriate Body. Where necessary, the visit may be carried out by a relevant subject specialist.

The adviser from the Appropriate Body contacts the school to arrange a visit, and to negotiate with the school, a timetable that will allow for:

- scrutiny of NQT records – registration records, assessment forms, a sample of the Induction Tutor's lesson observation records, the timetable for induction support, the induction programme itself;
- discussion with the Headteacher about key aspects of induction as a leadership and management issue;
- discussion with the Induction Tutor (where this is not the Headteacher) about the detail of induction processes and the assessment of NQT progress;

- discussion with the Induction Co-ordinator (where one is in post) about their role in supervising Induction Tutor/Mentor practices;
- if an observation is required, a joint adviser/Induction Tutor lesson observation of one NQT of not less than 30 minutes. The main purpose is to validate the accuracy of the tutor's judgement, rather than provide a definitive external judgement of the NQT's competence. Time will need to be allowed for moderation of judgements before feeding back to the NQT. Primary teachers should choose the session. Secondary teachers should choose their preferred subject;
- a review of the lesson with the teacher and a discussion about induction support (at least 30 minutes, preferably not during the teacher's break or lunch);
- Summary feedback to the Headteacher to confirm the outcomes of the visit;
- Provision of a written report which will focus on the quality of induction processes, although there will be reference as appropriate to the quality of the NQT's teaching where this has been observed (and a separate copy of the observation record provided for the NQT). Induction will be signed off as 'secure' or 'not secure' and become an issue for improvement and support where it is not. If the Adviser from the Appropriate Body has concerns these will be shared with the school and the NQT and a second visit will be made.

Role of the Appropriate Body "named person"

The 'named person' for NQTs is

Jo Bacon, Director of Standards, Endeavour Learning Trust

j.bacon@tarletonacademy.org

Jo is an experienced teacher and senior leader.

Jo should be contacted if you have concerns about your induction. Her role is to offer a listening ear, and to provide appropriate support to resolve problems. Jo will also work with the monitoring group in an advisory capacity, but will not be responsible for taking decisions about NQT competence, nor carrying out NQT observations.

Making contact with Jo will not in any way prejudice the decisions made about your progress.

CHECKLIST FOR THE NQT: RECOMMENDED PRACTICE IN INDUCTION

My job	Tick
I received the following information before I started at the school: <ul style="list-style-type: none"> • school timetables • schemes of work • copies of planning frameworks • information about the pupils (assessments/records etc.) • staff handbook • other information about the school 	
I have a contract that is clear and straightforward to understand	
For part-timers (and those who started mid-term): I know when I will finish my induction period	
I have a clear and appropriate job description	
I have a timetable that includes 10% NQT time and 10% PPA time	
I have been given appropriate support for any extra responsibilities I agreed to take on	
I have been given time to read and discuss these 'staff handbook' policies and procedures: <ul style="list-style-type: none"> • safeguarding and child protection (I know who the child protection co-ordinator is and what to do about concerns) • parent contact procedures • behaviour policy (rules/rewards/sanctions) • sickness and absence policy (I know what to do when I have to report in sick/request an absence) • health, safety and emergency (first aid/fire drill/risk assessments) 	

My Induction Tutor	Tick
I have been assigned an Induction Tutor and/or mentor	
My Induction Tutor and I have had formal assessment meetings	
I have regular planned contact with my Induction Tutor	
Meetings with my Induction Tutor are arranged in advance to an agreed timetable	

I have easy informal access to my Induction Tutor	
My Induction Tutor is supportive, constructive and sympathetic to my needs	
I have been observed teaching by my Induction Tutor (and/or other experienced staff as appropriate) and given helpful feedback	

Assessment and progress	Tick
My initial development targets were built on the CEDP I had brought from my ITT programme	
I clearly understand what my strengths are and what areas I have to develop	
It has been made clear to me how I need to improve, and support has been planned to help me get there	
It has been made clear to me that I am/am not making appropriate progress towards successful completion of my induction	

My professional development	Tick
I have observed others teach and learned from it	
I have been taking part in and learned from in-school professional development activities, for example, twilights, development days etc	
I have the same opportunity to attend courses as other staff	
I have had support to plan for my development next year (if appropriate)	

Other support	Tick
I have easy access to the resources that were in school	
I am provided with support for planning	
I am able to access a network of other NQTs	
My Headteacher is available and supportive	
I feel able to turn to other colleagues for advice as well as my Induction Tutor	
My contributions to school and staff activities, and to staff meetings are welcomed	

When I have a problem, I feel it is dealt with fairly	
The induction booklet contains useful information	
I have begun to maintain a portfolio that helps me record and plan for my professional development	
As appropriate, I have had access to additional Appropriate Body advice and support, for example, advanced skills teachers, advisers, leading teachers	
I feel that I can have access to the Appropriate Body 'named contact' if I need it	

USING THE CAREER ENTRY AND DEVELOPMENT PROFILE

The Career Entry and Development Profile (CEDP) helps the NQT to make constructive connections between initial teacher training, induction and the later stages of their professional development as a teacher. The NQT's ITT provider should have provided them with a CEDP template/document.

It helps the NQT to:

- build on their achievements and identify their professional development needs;
- make links between their ITT, induction and continuing professional development;
- prepare for meetings with their tutors and Induction Tutor; and
- set their current priorities in the wider context of career and professional development.

It helps their ITT provider to:

- prepare the NQT to play an active role in their induction period.

It helps the NQT's school to:

- understand their strengths and experiences by the end of ITT;
- support their professional development;
- support constructive dialogue between NQTs and Induction Tutors; and
- make links between induction, continuing professional development and performance management.

It therefore plays a central role in the statutory induction requirements for NQTs and is part of a framework within which individual teachers can plan their professional development through their careers.

NQTs are expected to use the CEDP at the end of initial teacher training to review their progress and think about future development. They are similarly expected to share their CEDP with their school at the start of induction for discussing their professional development with their Induction Tutor.

SUPPORT FOR NQTs IN DIFFICULTY

The vast majority of NQTs will complete the induction period satisfactorily. Nevertheless, some NQTs will, at some stage of their induction support programme, feel that they are not making satisfactory progress, and some will be judged by others to be in this situation. If this occurs early action should be taken in order to support and advise the NQT to make any necessary improvements.

As an Appropriate Body our role is to work with you and your school to support you through this process.

This section is included for information only – not to worry you!

Action in the event of unsatisfactory progress

All NQTs should benefit from observations, professional reviews and formal assessment meetings. However, the Headteacher should ensure that procedures are in place in the school to give early warning of any difficulties experienced by the NQT progress towards the Teachers' Standards.

If it becomes apparent that the NQT is not making satisfactory progress, this should result in an immediate stepping up of support systems. These may, for example, include setting more specific or shorter-term objectives, closer monitoring and recording of progress. Concerns should be communicated quickly to all those with responsibilities in the induction process, including the NQT and the school's chosen Appropriate Body. It is especially important that the NQT is aware of the area(s) in which he/she needs to improve practice, and are advised and supported in doing so. There will be a need for additional meetings at agreed intervals to monitor progress. Action should not be delayed until a formal assessment meeting has taken place.

As soon as there is any concern about the NQT's progress, both the Headteacher and the endeavour Learning TSA should assure themselves that:

- (i) their assessment of performance is well founded and accurate;
- (ii) areas in which improvement is needed have been correctly identified;
- (iii) appropriate objectives have been set to guide the NQT towards meeting the Standards;
and
- (iv) a relevant support programme is in place to help you to meet these objectives.

Please note: Where the Induction Tutor is not the Headteacher, the Head should observe the teaching of any NQT considered not to be making satisfactory progress, and review the available evidence. When the Induction Tutor is the Headteacher, the Head should ensure that a third party reviews the evidence and observes the NQT.

At the next formal assessment point, if there are still concerns about the NQT's progress, the Headteacher should complete the relevant assessment form (available from the NQT Induction Administrator), and send it to the Appropriate Body, indicating that at the current rate of progress the NQT is at risk of not completing his/her induction satisfactorily.

In addition to comments on progress, the report should, in these circumstances, include brief details of:

- identified weaknesses;
- agreed objectives set in relation to the requirements for the satisfactory completion of induction;
- planned support;
- the evidence used to inform the judgement.

The Headteacher should explain to the NQT the consequences of failure to complete the induction period satisfactorily (which is that the NQT will be unable to teach at all in any LA maintained school). A copy of the assessment form, setting out the Standards against which progress is unsatisfactory, development objectives and planned support, should be attached to this notification, and a copy of the notification should be forwarded to Endeavour Learning TSA.

Action in the event of serious capability problems

In a few particularly serious cases, it may become apparent that the education of the children being taught by an NQT is being seriously affected. In such circumstances the Head may wish to consider instigating a capability procedure at any stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the school the induction procedure continues in parallel with the capability procedure.

Before instigating a capability procedure, it is important that the head is assured that the following has taken place:

- a) the NQT's performance has been monitored;
- b) the NQT has been clearly advised about the aspects of their practice which are causing concern and understands the improvements which are expected;
- c) a reasonable and time limited period (at least four weeks) of careful and structured support/training, monitoring, evaluation and evidence gathering has taken place, giving the NQT an opportunity to improve; and
- d) the NQT has been given an informal warning that failure to improve may lead to entry to the formal capability procedure and that this may lead to dismissal.

The induction procedure (enhanced as necessary) should provide the appropriate structure to cover the requirements of points a - c above. It is essential that the warning about the capability procedure and the possibility of dismissal (point d) is given in addition. Guidance on capability should be sought from your HR provider.

If an NQT is dismissed on grounds of capability before the end of the induction period, they may seek to complete induction at another school. The Head and Endeavour Learning TSA will, however, need to pass on any induction records and documentation to the new school and Appropriate Body.

Failure to complete induction satisfactorily - employment consequences

Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to be employed as a teacher in a maintained school or non-maintained special school.

The employer of an NQT who has failed induction must dismiss the NQT within ten working days from the date when the NQT gives notice that they do not intend to exercise their right to appeal, or from the date when the time limit of 20 working days for appeal expired without an appeal being brought.

If an NQT has failed their induction, and is appealing, the employer may dismiss them at that point or the employer may continue to employ the NQT pending the outcome of the appeal. If the employer continues to employ an NQT who has failed induction pending the outcome of their appeal, the employer is required to restrict the NQT's duties: they must not take responsibility for a class or teach a subject to a group of children who are not also taught that subject by another qualified and experienced teacher at the school.

It is a legal requirement that the NQT carries out only these restricted duties pending the outcome of their appeal (pursuant to regulation 18 of the Education (Induction Arrangements for School Teachers) (Consolidation) (England) Regulations 2001).

If the NQT's appeal is heard, and fails, the employer should dismiss that NQT within ten working days of being told of the outcome of the hearing.

Appeals

If the NQT chooses to appeal against an extension or against a decision they can do so to the NCTL which acts on behalf of the Secretary of State. Further details can be found at:

<https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals>

FREQUENTLY ASKED QUESTIONS

1. Is the NQT eligible to start induction?

If the NQT obtained QTS after 7 May 1999 and wishes to continue to teach in maintained schools or non-maintained special schools in England, they will need to complete an induction support programme. This applies equally if they followed a “non-traditional” route to QTS, such as a flexible programme, an employment-based training programme, such as the Graduate or Registered Teacher Programmes (GTP/RTP) or an Overseas Trained Teacher programme.

An NQT cannot start induction until they have QTS, i.e. until they have successfully met all the QTS standards. If they complete any part of induction prior to being awarded QTS, it will not count and the induction will have to be started again. If you are not 100% sure that the NQT has been awarded QTS, please check with the National College for Teaching and Leadership.

2. Who doesn't need to complete the induction support programme?

An NQT does not have to undertake induction if:

- they obtained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999);
- they are employed for a period of less than one school term as a short-term supply teacher.
- they have satisfactorily completed induction, probation, or the equivalent, in Scotland, Northern Ireland, Wales, Isle of Man, Guernsey, Jersey, Gibraltar, or a Service Children's Education (SCE) school in Germany or Cyprus (please see Annex B for details);
- they do not yet have QTS, but are employed under special provision in the Education (Teachers' Qualifications and Health Standards) (England) Regulations 1999, e.g.
 - they are in the process of undertaking employment-based training on the Graduate or Registered Teacher programmes. They do, however, need to undertake induction after you have been awarded QTS;

- they are an instructor employed whilst no suitable qualified teacher is available;
- they are an overseas-qualified teacher employed for up to four years .
- they are a teacher from the European Economic Area (EEA)
- they are a teacher who does not wish to be eligible to teach in a maintained school or non-maintained special school at any point in their career;
- they are a teacher with restricted responsibilities awaiting appeal against a decision of failure to complete your induction support programme.

3. Which schools can provide an induction? (section 2 of the statutory guidance 2016)

Schools which can provide an induction period are:

- a relevant school in England – this includes: a maintained school; a maintained or non-maintained nursery school; a nursery school that forms part of a maintained school; a local authority maintained children’s centre; and a pupil referral unit (PRU).
- an independent school in England (including Academies; Free Schools; 16-19 Academies; alternative provision academies and city technology colleges) or independent nursery schools.
- a further education institution including a sixth form college.
- a British school overseas which is inspected by a DfE approved inspectorate.
- a school or FE institution in Wales in which induction may be served under Welsh regulations.
- There is no legal requirement to complete induction unless the NQT intends to work as a teacher in a maintained school or non-maintained special school, where induction is statutory.

4. Which schools cannot provide induction?

- secure training centres;
- schools requiring special measures unless one of Her Majesty's Inspectors certifies in writing that the school is suitable for providing induction;
- independent schools that do not meet the criteria described in the answer to Question 3;
- further education institutions where the leadership and management of the institution or part of its education or training has been judged to be inadequate (category 4) ;
- Schools abroad, including British schools that:
 - Have not received an inspection within the last six years
 - Have received an inspection judgement which is not satisfactory
 - Are not members of an accredited association
- Schools requiring **special measures** will be judged by Ofsted for their ability to provide the monitoring, support and assessment appropriate for an NQT. That decision will be reviewed each time the school is monitored. If a school is inspected and found to require special measures, but has an NQT in post serving an induction period, the induction can be completed in the school. The school and the Appropriate Body will be jointly responsible for ensuring that any necessary additional support is in place.

5. Can an NQT undertake induction in more than one school simultaneously?

An NQT can complete his/her induction support programme through service in more than one school at the same time, as long as they have a contract/supply contract with each of the schools that lasts for at least one term.

The schools will need to arrange for one Headteacher and one Appropriate Body to take responsibility for your induction. Where the NQT is employed part-time in more than one school simultaneously (including those employed in both England and Wales simultaneously), the Headteacher and the Appropriate Body must agree that your teaching will enable the NQT to meet and show that they are meeting the Teachers' Standards. The NQT should be supported to enable them to demonstrate that they meet the requirements for satisfactory completion of the induction period.

Only one Headteacher and the Appropriate Body can discharge these responsibilities. Where an NQT is employed in more than one school at the same time (including those employed in both England and Wales simultaneously), the Headteachers should all ensure that they are fulfilling their responsibilities to the NQT during their induction. However, it should be agreed amongst the Headteachers that one will act as the 'lead Head' and report to the Appropriate Body as appropriate, for example, informing the Appropriate Body of their recommendation as to whether the NQT has successfully completed or failed their induction period.

In relation to an NQT who is undertaking their induction support programme in more than one school, one Headteacher should fulfil the induction functions but should:

- liaise with the other Headteacher of schools where the NQT is employed. This also applies in the case of peripatetic teachers;
- ensure that copies of any relevant reports, records and assessment forms etc. are obtained from the NQT's previous school(s) and, where an NQT has undertaken part of their induction in a number of different schools, forward copies of any summative assessment reports to the Appropriate Body;
- retain copies of any records or summative reports and, where an NQT leaves the school before completing their induction, forward these to the NQT's new school when requested.

For those NQTs completing their induction through aggregated periods of service in different schools, the Headteacher should keep copies of all reports of observations, review meetings, objectives and assessment forms on file for five years, or until such records are requested by the school in which the NQT continues induction, whichever is the shorter.

Similarly, where an NQT has undertaken part of their induction in another school or schools, the Headteacher must ensure that the school obtains copies of the relevant paperwork from the NQT's previous school(s), and alert their Appropriate Body to any concerns that have been raised about the NQT's progress. An NQT joining a new school after having completed part of their induction elsewhere may require some additional introductory support, especially where some time has passed between the two periods of service.

6. Can an NQT take a break during their induction?

Yes, but during any breaks they cannot teach in maintained schools or non-maintained special schools, because NQTs are obliged to continue with their induction if they are in a

school where induction is available. It is, however, permissible to do non-inductable short-term supply teaching during a break, provided the five year rule has not expired. It would also be possible to do supply in a school that does not require induction.

7. When must the induction be started and completed?

There is no longer a time limit for starting or for finishing your induction.

8. What happens if an NQT starts a new contract with less than a term left of their induction to complete?

They must serve an induction for the full term.

9. Can an NQT count employment as a teaching assistant or cover supervisor towards their induction?

No.

10. What if the Induction Tutor and Headteacher is the same person?

When the Headteacher undertakes all the responsibilities of the induction tutor and has undertaken all the observation of the NQT (for example, as happens in some small schools), consideration should be given to ways in which a third party may be involved in providing evidence. The Headteacher will need to be confident that the assessment can be shown to be fair.

11. Can induction be extended?

Absence from work for 30 school days or more

If the NQT has been absent from work for 30 school days or more during the induction period, the induction period is extended by the aggregate total of absences. For example, if they are absent for a total of 35 days, the extension will be for 35 days.

What if the NQT goes on maternity leave?

If the NQT has a break in their induction which includes statutory maternity leave, they may choose whether or not to have induction extended by the equivalent of the part of their absence which was statutory maternity leave. The final assessment should not be made until they return to work and has had the opportunity to consider whether to extend the induction. Any such request must be granted. If the NQT chooses not to extend their

induction period following an absence of maternity leave they will be assessed on the same basis as any other NQT. Remember, the choice as to whether to extend their induction is down to the NQT in this instance. For further information on maternity leave please see website at: http://www.direct.gov.uk/en/Diol1/EmploymentInteractiveTools/DG_065384

12. Can the length of induction be shortened?

Only in particular circumstances possibly linked to previous experience, or for example, if the NQT will be within 29 days of completion and the post is coming to an end. The school will need to discuss these with the lead person for Endeavour Learning TSA.

13. If the NQT is granted an extension, must it be in the school where they were working when an extension was granted?

It is possible that NQTs who have been offered an extension to induction will not have continued employment in the school, in which case they need to find other employment in which to complete their induction support programme for the remainder of their induction period.

If an NQT in this position has not reached the end of their contract in the school in which the original induction period was carried out, but that school does not wish to continue to employ the teacher following an extension of their induction support programme, this would not be dismissal following failure of induction. The school would need to complete the appropriate procedures under Schedules 16 or 17 of the Schools Standards and Framework Act 1998, to terminate the employment on grounds of competence (if appropriate).

14. What are the rules about supply teaching?

There are two key regulations that need to be borne in mind when schools employ NQTs as supply cover. The first is that an NQT cannot complete induction while working in short-term supply posts. Only those periods of employment, whether full-time or part-time, that are of at least one term (13 weeks) in length can be counted. For example, if they were appointed at half term, they would have to continue until the end of the following half term for the employment to count as part of their induction.

The second is that an NQT is permitted to work for a period of five years on short-term supply. This period counts from the first day of their employment as a supply teacher.

This means that if the NQT has not completed induction within five years of the first day of supply employment, they can only be employed in a maintained school in a post that can count towards induction. They cannot do short-term supply work at all.

It is not possible for the Appropriate Body to grant an extension to the five year period.

If schools seek to appoint an NQT who is already part way through induction, it is for the Headteacher, induction tutor and the NQT to calculate and agree how much induction remains to be completed, and the date when induction should end, and for the Headteacher to indicate this when the NQT is registered with the chosen Appropriate Body (by sending the registration form to the lead person at the chosen Appropriate Body).

15. Can a NQT do induction in an Academy/ Independent school?

The DfE statutory guidance makes clear that NQTs can complete their induction in independent schools, provided that certain conditions are met. One of the conditions is that before induction begins, the school has arranged for an “Appropriate Body” to validate the quality of the induction and to make the final decision on successful completion. Any independent school wishing to ask the Appropriate Body to take on the role must first ensure that the conditions of the NQT’s employment will enable a complete and thorough assessment of an NQT’s progress against the Teachers’ Standards. A separate written request should be made to the Appropriate Body for each NQT to be registered. On receipt of the request, the Appropriate Body will issue details of the service provided, the expectations to be met for an induction to be deemed appropriate, and the charges we make. Typically, our service will include:

- an induction visit carried out by an appropriate adviser;
- administration and liaison with the NCTL and DfE as appropriate;
- work by the NQT Monitoring Group to monitor and approve the induction period;
- hard copy of the advice and guidance files provided to NQTs and induction tutors;
- access to published programmes of CCPD opportunities (for which separate charges are made).

An induction visit comprises:

- discussions with the headteacher, induction tutor and NQTs;
- a lesson observation of one NQT of not less than thirty minutes duration.
- a written report on the quality of the school’s induction processes and feedback to the NQT on their teaching.

18. Who is the 'named contact' and what do they do?

The 'named person' for NQTs should be contacted if the NQT has concerns about his/her induction. NQTs should be reminded that the role of the contact is to offer a listening ear, and to provide appropriate support to resolve problems. The named person will also work with the monitoring group in an advisory capacity, but will not be responsible for taking decisions about NQT competence, nor carry out NQT observations. NQTs should be reassured that making contact will not in any way prejudice the decisions made about their progress.

19. Does the school get funding to support NQT induction?

Following alterations to school funding through the National Funding Formula, the DfE has decided that funding for Newly Qualified Teachers will no longer be given to Local Authorities to delegate to schools with such teachers or to carry out the administration of this process. Instead this funding has been delegated to all schools through the age weighted pupil unit (AWPU). As a result there will no longer be any additional funding delegated to schools with Newly Qualified Teachers.

20. How long must induction last and how is it calculated?

Normally, an induction period lasts for three terms. However, there are variations to this dependent on the start and finish dates, length of contract and part time working, these may need more detailed explanation (see section 2 of the DfE guidance). If the NQT starts on a full time basis in September, assessments are sent in towards the end of each term. However, if the NQT is less than full time or starts at other points during the year, the school will need to ensure that the NQT is at the school for at least 13 weeks continuously and will need to send in assessment forms every 65 school days (not holidays) worked. If the Full Time Equivalent (FTE) is changed, please advise your contact person at the Appropriate Body immediately so that the data can be changed

21. What happens if the school fails to register an NQT with the Appropriate Body?

There may be a delay to the start of the induction period (see paragraph 2.24 of the DfE guidance).